

the interests of our constituents. In his research and writing, Dr. Sutter never forgets the unique role of Congress and the importance of reflecting the full range of competing viewpoints.

Reflecting his commitment to service and cheerful willingness to assume responsibility, Dr. Sutter has fulfilled a number of roles in the CRS. He has served as Chief of the Foreign Affairs Division in CRS, as well as Chief of the Government Division in CRS, in both cases maintaining a full research work load for Congress in the midst of significant management duties. He has frequently conceived, coordinated, and moderated Asia policy seminars and workshops for Members of Congress and their staffs. He routinely serves on special advisory groups in CRS and the Library of Congress. As a well-known and respected analyst, he has been a sought-after speaker at dozens of foreign policy seminars, panels, and conferences in Washington and around the world.

In recent years, he has maintained this outstanding record of productivity for the Congress while managing in his spare time to teach several college courses per year at Washington area universities. He has also found time to write more than a dozen books on foreign policy issues during his tenure at CRS.

Finally, Dr. Sutter's simple decency, modesty, engaging manner, and professionalism set a high standard for others and make it a great pleasure to work with him. He cheerfully volunteers for onerous tasks. He is pleasant and good-humored. Moreover, in the midst of the pressured environment of Washington and Capitol Hill, he has always found time to serve as a mentor, counselor, and friend to others, whether they be his own students, younger colleagues, or new congressional staff. And, a fact known only to close friends, he has a record of community service, including Church work and teaching of English to native Spanish speakers, that is nearly as impressive as his professional contribution.

Dr. Sutter will be greatly missed, but the loss of his service to the Congress will be partly compensated for by bringing to the Executive branch his knowledge of the Congress and its special role in the making and oversight of U.S. foreign policy. When he comes back to Capitol Hill for one-on-one meetings, briefings, and testimony, he will bring with him a high degree of credibility and a special awareness of congressional needs for information and analysis.

THE ADMINISTRATION'S VISION FOR EDUCATION IN AMERICA

Mr. GORTON. Mr. President, over the weekend Vice President Gore outlined his vision for American education if he becomes President. The speech was billed by the Washington Post as the Vice President's "vision for American education in the 21st Century". Unfortunately

for our children, the Vice President's vision for American education in the 21st century looks a lot like the failed policies of the last 35 years.

The VP's speech laid out seven new proposals for American education—seven proposals that all say AL GORE knows more about educating children than do parents, teachers, principals, superintendents and school board members all across America. Seven proposals to add to the hundreds upon hundreds of education programs run by the federal government, so many in fact that no one, not the Department of Education, the General Accounting Office or even the Vice President, is sure how many there are. Seven proposals that will add to a system of top down control of education that puts a higher priority on adults filling out forms correctly than on children passing a math or a spelling test.

Today, President Clinton unveiled his proposal to reauthorize the Elementary and Secondary Education Act. Unfortunately, the President's proposal is filled with more of the "D.C. knows best" programs he has touted for the past 6½ years. For example, the President's proposal for reducing class size is filled with requirements for states and districts to comply with, but does not address the issue of children learning.

For most of this half century Washington, D.C., has been dominated by people who believe that centralized decisions and centralized control exercised by Washington, D.C., is the best way to solve problems, including those in the classroom. This approach has not worked. As Washington, D.C., has taken power and authority from local school districts, our schools have not improved. But, old habits die hard. The belief in centralized power is still very much alive, and embodied by the President's and Vice President's proposals.

I don't believe AL GORE or Bill Clinton know more about what America's schools and communities need than they do. In fact, I don't believe that I or any other member of Congress or the Administration knows more about educating children than do parents or local educators. Unfortunately, AL GORE and Bill Clinton have indicated that they will continue on the path they've trod throughout their administration—a path that begins and ends in Washington, D.C.

In 1997 I first proposed an amendment to the fiscal year Education funding bill. It was stated clearly in that amendment that I believe that those closest to our children—their parents, teachers, superintendents and school board members—are best able to make decisions about their children's education. Last year, I refined that legislation to include a "triple option" that would allow a state to decide where the federal education dollars should go. Both proposals passed this body by slim margins and were immediately met with a veto threat by the Administration.

This year, I have worked with a bipartisan coalition of members and groups to devise legislation that will allow states maximum flexibility in return for increased accountability for the academic achievement of their students. My bill, the Academic Achievement for All Act, or Straight A's, will be introduced after the Memorial Day recess. I am hopeful that this time my colleagues in the Senate will join me in giving back to states and local communities the ability to make critical decisions about the education of their children.

This issue boils down to each Senator asking if he or she believes schools will be improved through more control from Washington, D.C., or by giving more control to parents, teachers, principals, superintendents and school board members? I believe our best hope for improving the education of our children is to put the American people in charge of their local schools.

VOTE ON AMENDMENT 384

Mr. LIEBERMAN. Mr. President, I wanted to indicate to the Senate why I was unavoidably absent, as was recorded in yesterday's RECORD, at the time of the vote on amendment 384 to S. 1059. I was in Connecticut yesterday. Because of serious thunderstorm and wind conditions my flight from Connecticut to Washington was delayed for several hours, causing me to miss the vote on the amendment.

As yesterday's RECORD indicates, had I been able to return to vote, I would have voted for the amendment, which passed 90 to 0.

EXECUTIVE AND OTHER COMMUNICATIONS

The following communications were laid before the Senate, together with accompanying papers, reports, and documents, which were referred as indicated:

EC-3254. A communication from the Director, Office of Regulatory Management and Information, Office of Policy, Planning and Evaluation, Environmental Protection Agency, transmitting, pursuant to law, the report of a rule entitled "Accidental Release Prevention Requirements: Risk Management Programs Under Clean Air Act Section 112(r); Amendments to the Worst-Case Release Scenario Analysis for Flammable Substances (FRL# 6348-2)", received May 18, 1999; to the Committee on Environment and Public Works.

EC-3255. A communication from the Director, Office of Regulatory Management and Information, Office of Policy, Planning and Evaluation, Environmental Protection Agency, transmitting, pursuant to law, the report of a rule entitled "National Emission Standards for Hazardous Air Pollutants for Primary Lead Smelting (FRL# 6345-8)", received May 18, 1999; to the Committee on Environment and Public Works.

EC-3256. A communication from the Director, Office of Regulatory Management and Information, Office of Policy, Planning and Evaluation, Environmental Protection Agency, transmitting, pursuant to law, the report of a rule entitled "National Emission Standards for Hazardous Air Pollutants for Portland Cement Manufacturing Industry (FRL#